**Common Core State Standard Correlations for K-2**

**CCSS and *Next Step in Guided Reading* (Richardson, 2009)**

**Kindergarten**

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| **Foundational Skills** | **CCSS** | ***Next Steps*** |
| Print Concepts | RF.K.1 | Pre-A Lesson (work with books & interactive writing)- pp. 69-71 |
| Phonological Awareness | RF.K.2 | Pre-A Lesson (work with sounds) – pp. 67-68  Pre-A Lesson (interactive writing) – pp. 70-71  Emergent Lesson (word study) – pp. 91-93, 257, 271-276 |
| Phonics and Word Recognition | RF.K.3 | Pre-A Lesson (work with letters, names, sounds) – pp. 64- 68  Emergent Lesson (sight words and word study) – pp. 86, 90-93, 258, 271-276 |
| Fluency | RF.K.4 | Pre-A Lesson (work with books) – p. 69  Emergent Lesson (Read the story and teaching points) – pp. 87-89 |

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| **Reading** | **CCSS** | ***Next Steps*** |
| Key Ideas and Details | K.1  K.2  K.3 | Emergent & Early Prompts & Discussion - pp. 89, 117-118, 295  Ask questions – pp. 210-211  Retell – pp. 160-161, 164 |
| Craft and Structure | K.4  K.5  K.6 | Emergent & Early Prompts & Discussion - pp. 89, 117-118, 295 |
| Integration of Knowledge and Ideas | K.7  K.8 | Emergent & Early Prompts & Discussion - pp. 89, 117-118, 295 |
| Range of Reading and Level of Text Complexity | K.10 | Emergent & Early Lesson Framework - Chapters 3 & 4 |

**CCSS Correlations**

**CCSS and *Next Step in Guided Reading* (Richardson, 2009)**

**First Grade**

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| **Foundational Skills** | **CCSS** | ***Next Step in Guided Reading*** |
| Print Concepts | RF.1.1 | Pre-A Lesson (work with books & interactive writing)- pp. 69-71 |
| Phonological Awareness | RF.1.2 | Pre-A Lesson (work with sounds & interactive writing) – pp. 67-71  Emergent Lesson (word study) – pp. 91-93, 271-276  Early Lesson (word study) – pp. 125-128, 271, 276-282  Emergent & Early Guided Writing – pp. 94-95, 130-133 |
| Phonics and Word Recognition | RF.1.3 | Pre-A Lesson (work with names, letters & sounds)– pp. 65, 67, 68  Emergent Lesson (sight word & word study) – pp. 86, 89-93, 101, 271-276  Early Lesson (sight word & word study) – pp. 116, 124-130, 140, 271, 276-282  Emergent & Early Lesson (guided writing) – pp. 94-95, 130-133  Emergent & Early Lesson (teach decoding strategies) – pp. 88-89,118-121, 261-262 |
| Fluency | RF.1.4 | Pre-A Lesson (work with books) – p. 69  Emergent Lesson prompts & teaching points, reread for fluency (Day 2) – pp. 87-89, 101  Early Lesson prompts and teaching points, reread for fluency (Day 2) – pp. 121, 140, 263 |

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| **Reading** | **CCSS** | ***Next Step in Guided Reading*** |
| Key Ideas and Details | 1.1  1.2  1.3 | Emergent & Early Prompts and Discussion Points - pp. 89, 117-118, 140, 295  Retell – pp. 160-161, 164  Comprehension Strategies – pp. 209-214, 215-217  Vocabulary Strategies – pp. 202, 288  Emergent & Early Guided Writing – pp. 94-95, 130-133 |
| Craft and Structure | 1.4  1.5  1.6 | Emergent & Early Prompts and Discussion Points - pp. 89, 117-118, 140, 295  Emergent & Early Guided Writing – pp. 94-95, 130-133  Poetry analysis – pp. 238-242 |
| Integration of Knowledge and Ideas | 1.7  1.8 | Emergent & Early Prompts and Discussion Points - pp. 89, 117-118, 140, 295  Character Analysis – pp. 227-230  Emergent & Early Guided Writing – pp. 94-95, 130-133 |
| Range of Reading | 1.10 | Emergent & Early Guided Reading Lesson Framework - Chapters 3 & 4 |

**Correlations**

**CCSS and *Next Step in Guided Reading* (Richardson, 2009)**

**Second Grade**

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| **Foundational Skills** | **CCSS** | ***Next Step in Guided Reading*** |
| Phonics and Word Recognition | RF.2.3 | Early Lesson (sight word & word study) – pp. 116, 124-130, 140, 271, 276-282  Transitional Lesson (word study) – pp. 164-168, 271, 283  Early and Transitional Lesson (decoding strategies) – pp. 118-121, 140, 162-163, 265, 266, 288  Early & Transitional Guided Writing – pp. 130-133, 169-172 |
| Fluency | RF.2.4 | Early Lesson prompts and teaching points, reread for fluency (Day 2) – pp. 121, 140  Transitional Lesson prompts and teaching points – 159-160, 164, 169, 174, 264, 266 |

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| **Reading** | **CCSS** | ***Next Step in Guided Reading*** |
| Key Ideas and Details | 2.1-3 | Emergent & Early Prompts and Discussion Points - pp. 89, 117-118, 140, 295  Emergent & Early Guided Writing – pp. 94-95, 130-133  Comprehension Strategies – pp. 209-214, 215-217  Vocabulary Strategies – p. 288  Poetry analysis – pp 238-242 |
| Craft and Structure | 2.4 - 6 | Emergent & Early Prompts and Discussion Points pp. 89, 117-118, 140, 295  Emergent & Early Guided Writing – pp. 94-95, 130-133  Poetry analysis – pp 238-242 |
| Integration of Knowledge and Ideas | 2.7 - 8 | Emergent & Early Prompts and Discussion Points pp. 89, 117-118, 140, 295  Emergent & Early Guided Writing – pp. 94-95, 130-133  Character Analysis – pp. 227-230 |
| Range of Reading and Level of Text Complexity | 2.10 | Emergent & Early Guided Reading Lessons  Chapters 3 & 4 |